Lady Bankes Primary School
Science Curriculum skills progression

	EYFS		Key Stage 1		Key Stage Two			
Pupils should be taught to:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Asking questions and planning enquiries	Can talk about their own environment around them	Can talk about features of their own immediate environment and how it might vary.	Can think of and answer scientific questions giving reasons. Use their observations and ideas to suggest answers to questions.	Can use scientific words and senses to answer questions, describe, and compare.	Can ask relevant questions and using different types of scientific enquiries to answer them.	Set up simple practical enquiries, comparative and fair tests.	Plan different types of scientific enquiries to answer questions, recognising key variables.	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
Making observations, measuring and recording Findings	Can talk about observations around them.	Can make observations of animals and plants and explain why some things occur and talk about changes	Can perform simple tests. Can tell other people about what they have done and explain findings. Can use simple equipment and their senses to make observations. Can record findings use pictures, talk and tables to record and discuss their observations.	Can begin to record findings using standard units. Can carry out a simple fair test, say whether things happened as they expected, suggest how to find things out and use prompts. Can use text, diagrams, pictures, charts and tables to record observations.	Can make systematic and careful observations taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Can gather, record, classify and present data in a variety of ways to help in answering questions.	Can take measurements, using a limited range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Can accurately take precise measurements, using a wider range of scientific equipment, taking repeat readings when they identify that it is appropriate to do so.
Concluding, making comparisons and using evidence	Can sort by differences	Can sort by similarities and differences	Can sort by similarities and differences with overlapping sets.	Can sort by similarities and differences and explains reasons for their choices.	Can use results to draw simple conclusions and back these up	Can use results to draw simple conclusions, make predictions for new values,	Can use test results to inform predictions.	Can use test results to make predictions to set up further comparative and fair tests.

			Can identify and classify. Gather and record data to help in answering questions. Can organise things into groups and find simple patterns. Can show their work using pictures, labels and captions.	Can identify and classify by specific criteria. Can organise things into groups and explain patterns. Can show their work using pictures, labels and captions and put some information in a chart or table.	with explanations of evidence. Can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Use straightforward scientific evidence to answer questions or to support their findings.	suggest improvements and raise further questions. Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Can identify differences, similarities or changes related to simple scientific ideas and processes	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations Identifying scientific evidence that has been used to support or refute ideas or arguments